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ABSTRACT

The research report describes a study measuring the effects of two teaching approaches on 7th and 8th grade students' perception and achievement during a twelve day social studies unit on modern Japan. Two approaches were studied: Method A, which strives to bring about personal identification of students with American culture; and Method B, which strives to develop student understanding of culture as a common process manifested in different cultures. Five areas were investigated in relation to the two methods: (1) the differences in perception outcomes, (2) the differences in achievement of recall and translation cognitions (Type 1); (3) the differences in interpretation, application, analysis, and synthesis cognitions (Type 2); (4) the differences in total cognition (Type 1 and Type 2); and (5) the level of social studies achievement in relation to perception and cognitive outcomes. Teaching methods were measured by student evaluation, perception by attitude surveys, cognition by multiple choice tests, and student ability by the Stanford Achievement Test for Social Studies. Implications included that both methods fostered appropriate outcomes. Method B was more effective in fostering perception of similarity between two cultures; Method A was more effective in fostering all three types of cognition, especially with less able and more able students; and Method B was more effective in fostering cognitions with average students. Validity was limited by the topic, number of teachers, type of lessons, level of students, learning conditions, and brevity of the teaching unit. Further research under different conditions is recommended. Appendices present case studies, tests, and a bibliography. (CK)

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THE EFFECTS OF TWO METHODS FOR TEACHING ABOUT MODERN JAPAN

ABSTRACT

SO 012 377

by

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1980

ABSTRACT

Since midcentury, there has been discussion of two distinctive approaches to teaching social studies. One approach strives to bring about personal identification of students with American culture. The other approach strives to develop student understanding of culture as a common process manifested in different cultures. Methods derived from the two approaches can be described as Method A and Method B, respectively. Both methods are consistent patterns of teaching behavior. This study focused upon the effects of both methods in regard to teaching about modern Japan.

The independent variable was method. Two methods (A and B) were applied during a twelve day social studies unit taught to junior high school students. A Pilot Study was conducted with grade 8 students (N = 32). A Final Study was conducted with grade 7 and 8 students (N = 60). Students in the Final Study were randomly assigned to two multigrade classes. Student evaluation of the unit was used as a method check. Chi-square analysis of student evaluation confirmed the existence of the independent variable at the .05 level.

The dependent variables were perception and achievement. Perception was measured with a survey. The survey measured

perceived similarities between Americans and Japanese, ranking of Japan as a modern nation, and attitudes of "modernism." Achievement was measured with a test of cognitive outcomes. This test measured achievement of recall and translation cognitions (Type 1), interpretation, application, analysis, and synthesis cognitions (Type 2), and total cognitions (Type 1 and Type 2).

The questions investigated were:

1. Is there a difference in perception outcomes for students exposed to Method A and Method B?
2. Is there a difference in Type 1 cognitive outcomes for students exposed to Method A and Method B?
3. Is there a difference in Type 2 cognitive outcomes for students exposed to Method A and Method B?
4. Is there a difference in total cognitive outcomes (Type 1 and Type 2) for students exposed to Method A and Method B?
5. Does level of social studies achievement relate to perception and cognitive outcomes achieved by students exposed to Method A and Method B?

Compared to Method B. students under Method A perceived fewer similarities between selves and others, a lower level of modernization associated with Japan, and less preference for "modernism." Less able and more able students achieved higher scores on test of Type 1 cognitions. Average and more able students achieved higher

scores on a test of Type 2 cognitions. Less able and more able students achieved higher scores on a test of total cognitions. Compared to Method A, students under Method B perceived more similarities between selves and others, a higher level of modernization associated with Japan, and more preference for "modernism." Average students achieved higher scores on a test of Type 1 cognitions. Less able students achieved higher scores on a test of Type 2 cognitions. Average students achieved higher scores on a test of total cognitions.

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I. INTRODUCTION AND STATEMENT OF THE PROBLEM

Heir to the traditions of Europe, contemporary American social studies teachers use a variety of approaches in teaching secondary students. Kohlberg and Mayer (1972) described three approaches: (A) the traditional approach, (B) the progressive approach, and (C) the romantic approach. Detailed descriptions of these approaches vary from generation to generation yet exhibit consistent patterns of teaching behavior in the classroom. The patterns differ in regard to: the major purpose of instruction, attitude toward students, underlying psychology and epistemology, mode of instruction, definition of objectives, organization of daily lessons, teaching strategies, context for class discussion, and cultural perspective. Usually described as methods of teaching, the patterns have tended to be compared in regard to several factors rather than as a pattern or factors, and seldom related to a specific approach. As a result, experimental research has provided little evidence which either confirmed or refuted claims for a particular method.

In Approach A, the major purpose of instruction is transmission of the culturally given. In this approach, social studies education is defined as the transmission of information, rules and standards collected in the past. Exemplified by educational technology and behavior modification, Approach A assumes knowledge is internalized

through imitation of adult behavior models or explicit conditioning, reinforcement, and punishment (Skinner 1972). It views the student as a machine which must be set in motion by outside forces. Underlying this approach is an association psychology and an "objective" epistemology. Drawn from deductive and hypothetico-deductive systems of knowledge, the mode of instruction is didactic. Objectives are defined in terms of terminal behavior. Daily lessons are organized in deductive ways. The teaching strategy is to test, inform, and test again to determine learning. The context for class discussion is according to the facts of chronology, location, and American culture. The cultural perspective of methods derived from Approach A is single.

In Approach B, the major purpose of instruction is assistance in student emotional and cognitive development. In this approach, social studies education is defined as the acquisition of social science knowledge. Exemplified by educational experience and "inquiry," Approach B assumes knowledge is a resolved relationship between an inquirer student and a problematic situation. (Piaget 1971.) It views the student as a dialectic in an environment which is the occasion of development. Underlying this approach is a development psychology and a pragmatic epistemology. Drawn from inductive systems of knowledge, the mode of instruction is heuristic. Objectives are defined in terms of intermediate behavior. Daily lessons are organized in open inductive ways. The teaching strategy

is to assess entry behavior, determine objectives, and assess learning. The context for class discussion is according to the facts of ideas, values, and other cultures. The cultural perspective of methods derived from Approach B is plural.

In Approach C, the major purpose of instruction is to develop happy and adjusted students. In this approach, social studies education is defined as growth in social development. Exemplified by educational phenomenology and self-actualization, Approach C assumes knowledge is self-awareness--a form of truth with emotional and cognitive components (Rogers 1969). It views the student through the metaphor of organic growth which unfolds the inner "good" and controls the inner "bad." Underlying this approach is a maturational psychology and phenomenological epistemology. Drawn from transductive systems of knowledge, the mode of instruction is philetic. Objectives are defined in terms of feeling. Daily lessons are organized in transductive ways. The teaching strategy is to facilitate learning by aiding students in determining objectives and evaluating learning. The context for class discussion is according to student feelings of inner awareness, happiness, and mental health. The cultural perspective of methods derived from Approach C is deemed irrelevant.

Methods derived from these approaches vary. Methods derived from Approach A vary from conditioning, imitation, to mediation. Whatever method is favored by traditional teachers, they tend to

agree that their primary task is to provide "input" to students. In turn, students emit "output" which is used as evidence to evaluate learning. Methods derived from Approach B vary from experiential learning, inductive learning, to "inquiry." Whatever method is favored by progressive teachers, they tend to agree that their primary task is to coordinate the external meaning of a learning experience with its inner meaning as it appears to the student. Student response to a learning experience is used as evidence to evaluate learning. Methods derived from Approach C vary from "deschooling," social dynamics, to utopian living. Whatever method is favored by romantic teachers, they tend to agree that their primary task is to be permissive enough to allow the "true" self to emerge and actualize. Student testimony of their inner states is used as evidence to evaluate learning.

Daily lessons used in these methods also vary. Morine (1969) described six different types of daily lessons used in the classroom. Reflecting the state of the art of teaching, three types are derived from Approach A, two types from Approach B, one type from Approach C. Daily lessons derived from Approach A are organized in simple deductive, semi-deductive, and hypothetic ways. Simple deductive lessons require students to deal with relationships among verbal propositions usually with a textbook (Pellegrini 1976). Semi-deductive lessons require students to think deductively. Hypothetical lessons require students to test hypotheses in a deductive

system. Daily lessons derived from Approach B are organized in inductive and structured inductive ways. Open inductive lessons require students to experience the process of categorization rather than a particular category of generalization. Structured inductive lessons require students to acquire a concept through discussion of case studies (Baugher 1973). Daily lessons derived from Approach C require students to relate sets of data in non-logical ways as might an artist, composer, or author.

Research, however, suggests that methods derived from Approach A and Approach B are used more widely. Engle (1953) indicated there are basically two alternatives in teaching social studies. One alternative is a presentation of a chronicle, a saga, a physical geography with the purpose of bringing about personal identification of students with American culture. The other alternative is an explicit study of a common process which is encoded in different ways in different cultures with respect to their own and other cultures. The first alternative can be associated with Approach A as its cultural perspective is singular, it prefers students to become a Hamilton or Jefferson. The second alternative can be associated with Approach B as its cultural perspective is plural; it prefers students to become an American and world citizen. Neither alternative can be associated with Approach C as it deems cultural perspective irrelevant; it prefers students to become a happy pig rather than a Hamilton, Jefferson, American, or world

citizen.

Research also suggests that daily lessons derived from Approach A and Approach B are used more widely. Martorella (1977) indicated that there are basically two models followed in daily social studies lessons. One model is for factual learning through didactic instruction. Objectives are defined in terms of terminal behaviors including: attending to stimuli, discriminating the stimulus to be learned, practicing the material, experiencing learning, and overlearning. In the process, mediators are introduced to help organize the materials, periodic reinforcement and tests are given. The other model is for concept learning through heuristic instruction. Objectives are defined in terms of intermediate behaviors including: assessing learning prior preceding instruction, introducing examples of a concept, using some strategy for appraising examples, and practicing with cases. In the process, teachers and students determine how to organize the cases and assess learning. The first model can be associated with Approach A as its daily lessons are deductive. Accompanying teaching strategies are to test, inform and test; the context for class discussion is factual. The second model can be associated with Approach B as its daily lessons are inductive. Its teaching strategies are to assess, determine objectives, and assess; the context for class discussion is conceptual.

Accordingly, a comparison of methods derived from Approach A

and Approach B and used in teaching about another culture could reveal differential effects in perception and cognitive outcomes. One method derived from Approach A is a method in which daily lessons are organized in simple deductive ways. This method is identified as Method A. One method derived from Approach B is a method in which daily lessons are organized in structured inductive ways. This method is identified as Method B. Comparison of these methods may be fruitfully made when these methods are used in teaching about Japan.

In using Method A, teaching focuses upon the role of the United States in Japan's modernization. The story of its modernization is told as a succession of events stimulated by the "opening" of Japan by the United States in 1853 and concluded with the American occupation after World War II. Differences between the modernization of Japan and the United States are explained on the basis of location and chronology. In using Method B, teaching focuses upon the role of culture in Japan's modernization. The story of its modernization is told as a succession of events stimulated by the Meiji Restoration in 1868 and concluded with the rise of Japan from the ashes of war to a position as the "largest" nation in Asia. Differences between the modernization of Japan and the United States are explained by both methods. Factors emphasized in both methods are summarized in Table 1 on page 9.

This study was designed to make a comparison between the outcomes of this Method A and Method B. Outcomes included perception

and cognition. Perception outcomes were perception of similarities between subjects and Japanese, perception of Japan as a modern nation, and perception of "modernism" characteristic of the Japanese. Cognitive outcomes were of two types: recall and translation of knowledge (Type 1); interpretation, application, analysis, synthesis, and evaluation of knowledge (Type 2). The questions investigated were:

1. Is there a difference in perception outcomes for students exposed to Method A and Method B?
2. Is there a difference in Type 1 cognitive outcomes for students exposed to Method A and Method B?
3. Is there a difference in Type 2 cognitive outcomes for students exposed to Method A and Method B?
4. Is there a difference in total cognitive outcomes (Type 1 and Type 2) for students exposed to Method A and Method B?
5. Does level of social studies achievement related to cognitive outcomes for students exposed to Method A and Method B?

Table 1

Factors Emphasized in Method A and Method B

Factors	Method A	Method B
Major Purpose of Instruction	Transmission of the Culturally Given	Assistance to Student Development
Underlying Psychology	Association	Development
Underlying Epistemology	"Objective"	Pragmatic
Mode of Instruction	Didactic	Heuristic
Definition of Objectives	Terminal Behaviors	Intermediate Behaviors
Organization of Daily Lessons	Simple Deductive	Structured Inductive
Context for Class Discussion	Chronology, Location, American Culture	Ideas, Values, Japanese Culture
Cultural Perspective	Single	Plural

II. REVIEW OF EXPERIMENTAL RESEARCH

Since the founding of the National Council for the Social Studies in 1921, there have been relatively few studies of different methods in teaching social studies. During the first forty years of the National Council, interest in experimental studies of different methods of teaching was more apparent than during the next fifteen years. The first yearbook (1931) of the National Council, for example, includes a chapter on methods which compared the relative effectiveness of two methods of instruction. In the next thirty years, the largest single category of research was methods of teaching social studies. As classified by McPhie (1964), this category included ninety-eight of five-hundred-and-sixty-six dissertations completed between 1933 and 1962.

Since 1962, interest in studies of different methods dwindled although the number of dissertations increased dramatically. More use was also made of the Educational Resources Information Center (ERIC) for classifying and storing research. Unfortunately, the descriptors devised by ERIC did not include a descriptor for "methods." Descriptors for "inductive methods" and "teaching methods" were used. These descriptors were used by Gross and de la Cruz (1969) in reviewing two-hundred-and-eighteen social studies dissertations completed between 1963 and 1969. With these

descriptors, they identified five dissertations relating to "inductive methods" and nineteen dissertations relating to "teaching methods." Using the same descriptors, Chapin (1974) reviewed four-hundred-and-seventeen dissertations completed between 1969 and 1973. With these descriptors, Chapin identified one dissertation relating to "inductive methods" and twenty-nine dissertations relating to "teaching methods." Using the same descriptors, Wrubel and Ratliff (1978) reviewed three-hundred-and-twenty-two dissertations completed between 1973 and 1976. With these descriptors, Wrubel and Ratliff identified no dissertations relating to "inductive methods" and forty dissertations relating to "teaching methods."

Reviews of research urged variety of methods in teaching social studies. In articles included in the Encyclopedia of Educational Research, for example, Murra, Wesley, and Zink (1941), noted that the "newer methods" have been found to be at least equally effective with the "traditional methods." Carr, Wesley, and Murra (1950) concurred as did Gross and Badger (1960), Sundeen and Skretting (1972). Reviewing the article by Gross and Badger, McPhie's list of dissertations, and a pamphlet which purported to explain what research says to the teacher (McLendon 1960), Metcalf (1963) concluded that there was a faint hearted and confused preference for problem solving in research. A later review by Oswald (1972) asserted that eclecticism was the mainstream in social studies education. Shaver and Larkins (1973) lamented failure of many

studies to identify the independent variable of method. In regard to the "newer method" of inquiry teaching, Marsh (1974) described the results of many studies as very tentative because they lacked specificity and precision.

In most broad reviews of research, two methods were typically compared. One method was identified as a "traditional method" and the other method as a "newer method." In the reviews, the "traditional method" was usually a straw man as few researchers have investigated the "traditional method" in teaching social studies or defined the traditional character of this method (National Science Foundation 1977). In contrast, the "newer method" was usually defined better in terms of induction, inquiry, or reflection. Under the rubric of reflection, this "newer method" was initially stated as a general theory by Dewey (1933), and elaborated by Griffin (1942), Quillen and Hanna (1948, 1961), Hunt and Metcalf (1955, 1968), Oliver and Shaver (1966). Unfortunately, this better definition was often confused with a better description in many reviews. As a result, there was little attempt to indicate the relationship, if any, between a general method and a method specific to teaching social studies.

Much of the research reviewed, however, was not experimental nor of secondary education. Using these criteria, King (1959) identified thirty-eight dissertations completed between 1940 and 1958. The dissertations included experiments with various forms

of curricular organization; methods of instruction; equipment and devises; efforts to teach skills, concepts, and attitudes; measuring instruments; and studies of the role of the teacher. King did not use any special evaluative instrument in criticizing the dissertations. Moreover, the basis of his conclusions were neither experimental nor empirical. Nevertheless, in regard to methods, King concluded that "the problems approach to the teaching of the social studies can achieve subjective matter objectives as well or better than traditional methods. . . . (Page 168.)

Dissertations which were experimental and related to secondary education presented between 1958 and 1975 were analyzed by Stahl (1977). Following McPhie, the dissertations were classified in three ways: (1) as method approaches, (2) as method arrangements, and (3) as method techniques. Method approaches were approaches pertaining to the "inquiry method" of teaching social studies. Method arrangements were arrangements for grouping students and team teaching. Method techniques were techniques such as films, programmed learning, and eclectic techniques. Although each classification was associated with methods, only the first category was related specifically to method by Stahl. Excluded from this category, apparently, were any dissertations which focused upon other than the "inquiry method."

In this category, eleven dissertations were analyzed. According to Stahl, nine dissertations made a comparison between the

inquiry approach and the traditional approach. These dissertations were by Rothstein (1960), Massialas (1961), Cox (1961), Elsmere (1961), Frogge (1963)*, Lee (1967)*, Rogus (1968)*, Gentry (1971), and Yost (1972). Two dissertations made no comparison with the traditional appraoch. These dissertations were by Armstrong (1970) and Beery (1972). Using an adapted form of an instrument devised by Van Dalen (1973), Stahl concluded that the dissertation by Rothstein was inadequate and the other studies which made a comparison as adequate. Ironically, the two dissertations which made no comparison were rated as superior.

Stahl explained the general procedure used in reaching this conclusion. Dissertations which scored from 0 - 19 were described as inadequate, 20 - 39 as adequate, and 40 - 58 as superior. A rating scale of evaluative criteria contained twenty-nine items. Each item was scored as 0 for inadequate, 1 for adequate, or 2 for superior. Each dissertation was judged by Stahl according to this scale. A specific number evaluation for each dissertation, however, was not provided. Moreover, scores were not included in the discussion of each dissertation; rather, they were included in summary tables for each category. In the methods approach category, scores of the dissertations were as follows: Rothstein (19), Lee (23), Yost (23), Frogge (24), Massialas (24), Cox (25),

*Omitted by Gross and de la Cruz.

Elsmere (30), Rogus (32), Gentry (34), Armstrong (41), and Beery (46).

The dissertation by Rothstein was an experiment in developing critical thinking through the teaching of American history. It hypothesized that subject matter achievement would be accomplished as well by a critical thinking emphasis as by a lecture emphasis in the eleventh grade, and that greater gains would be achieved on scores from critical thinking tests by the group where the emphasis was on critical thinking. Rothstein concluded that there was a significant difference between the experimental course and the "conventionally" prepared course as measured by the Watson-Glazer Critical Thinking Appraisal, the Interpretation of Data Test, and the Scale of Beliefs Test in favor of the experimental course. Differences between groups, however, were not significant as measured by an investigator designed criterion measure.

The dissertation by Lee was an experiment in developing inquiry skills during a problem-solving unit on Southeast Asia. It hypothesized that achievement of ungraded junior high school classes (grades 7, 8, 9) would be greater by an experimental group on the Watson-Glaser Critical Thinking Appraisal, the Sequential Tests of Educational Progress, and an investigator designed criterion measure. Lee concluded that students can be taught problem-solving skills without loss of factual achievement; significant differences were reported on the STEP test and the investigator's test in favor

of the experimental group. Rated identically by Stahl, the dissertation by Yost was an experiment in determining the effect of two instructional methods on achievement, critical thinking, study habits, and attitudes upon two tenth grade American government classes. It hypothesized that a significant difference in effect would characterize the experimental group taught by an inquiry oriented method when compared to the control group taught by a lecture method. Yost concluded that the experimental group did significantly better in achievement, critical thinking skills, and study habits than the control group as measured by the Cooperative Social Studies Test, the Watson-Glaser Critical Thinking Appraisal, and the Brown-Holtzman Survey of Study Habits and Attitudes.

The dissertation by Frogge was an experiment in determining the effect of two methods on the achievement of certain modern problems objectives by two modern problems classes of "high school" students. It hypothesized that a significant difference in effect would characterize the experimental group taught by a "democratic" method when compared to the control group taught by an "authoritarian" method. The "democratic" method was organized around the resolution of social issues; the "authoritarian" method was organized around content chosen by the teacher. Frogge concluded that differences between the two groups in achievement, critical thinking ability, and knowledge of democracy were not significant as measured by the Sequential Test of Educational Progress, Test

of Critical Thinking in Social Science produced by American Council for Education, and the Principles of American Citizenship Test produced by the Columbia Citizenship Test.

Rated identically by Stahl, the dissertation by Massialas was an experiment in teaching a course in world history to tenth grade students. It hypothesized that no difference in achievement and acquisition of critical thinking skills would characterize experimental classes taught by a Method A when compared to control classes taught by a Method B. Method A was a student centered method of teaching; Method B was a teacher centered method which emphasized factual aspects of world history. Massialas concluded that there was no difference in achievement or acquisition of critical thinking skills between the experimental and the control groups as measured by the Cooperative World History Test and the Sequential Test of Educational Progress. Impressions derived from a daily log and tape recordings, however, suggested that students taught by Method A demonstrated a relatively higher sensitivity to skills.

The dissertation by Massialas was identical in design to the dissertation by Cox; yet, Stahl rated the latter as more adequate. The dissertation by Cox was an experiment in teaching a course in American history to tenth grade students. It hypothesized that Method A would result in increased skill in critical thinking and acquisition of facts to the same degree when compared to Method B.

Method A emphasized testing hypotheses; Method B emphasized learning of factual historical material. Cox concluded that there were no significant differences between the groups in increased skill in critical thinking or acquisition of facts as measured by the Cooperative Sequential Test of Educational Progress and the Cooperative American History Test. Similar to Massialas, Cox was more favorably impressed with improvement in critical thinking skills by students taught by Method A.

The dissertation by Massialas was also identical in design to the dissertation by Elsmere; yet Stahl also rated the latter as more adequate. The dissertation by Elsmere was an experiment in teaching United States history with the problem solving approach to eleventh grade students. It hypothesized that students taught by a problem solving approach would achieve more factual knowledge, retain more facts, demonstrate greater skill in problem solving, and retain this skill better than students taught by a teacher dominated approach. A common textbook was used by an experimental class and a control class to which matched pairs of students were assigned. Elsmere concluded that there were significant differences between the classes as measured by investigator designed criterion measures. These differences favored the experimental class which did achieve more factual knowledge, retain more facts, demonstrate greater skill in problem solving, and retain this skill.

In addition to following the same design recommended by

Metcalf (1948), these three dissertations shared a common perspective in regard to methods of teaching history. Method A, described by Massialas and Cox, was essentially the problem solving approach as described by Elsmere. The description by Massialas and, in particular by Cox, was more explicit of this method. Massialas described Method A as the "reflectively" oriented method, based on field psychology, in which a problem was identified by the student, and a hypothesis which tried to resolve the problem was formulated and subsequently reflected upon. The end result of this analysis was a casual generalization which adequately explained the perplexity. Cox also described Method A as a reflective method. In his view, Method A consisted of the following phases: orientation to a problem situation, a statement of a hypothesis as a possible solution, defining the problem more carefully, exploring the hypothesis in terms of logically necessary deductions, gathering evidence to test the hypothesis, statement of a generalization which represents the most tenable solution to the problem based upon available evidence. Method B was less explicitly described as a non-reflective method which emphasized the narrative and factual aspects of history.

Quite different was the dissertation by Rogus. This dissertation was an experiment in determining the effects of two methods of instruction upon eighth grade students in civics. It hypothesized that a significant difference in effect would not characterize

classes taught by an interrogative process approach when compared to classes taught by an expository process approach. The interrogative process approach involved students in testing ideas; the expository process approach involved the teacher as a dispenser of knowledge. Rogus concluded that there was no significant difference in effect on the experimental or control classes as measured by the Cooperative Social Studies Test. For students in eighth grade civics, it appeared that the interrogative process method was as effective as the expository process method.

The dissertation by Gentry was an experiment in comparing the effects of two methods of teaching concepts of American law to "high school" students. It hypothesized that significant differences in effects of achievement, critical thinking, and attitude would characterize classes taught by a lecture-recitation approach when compared to classes taught by an inquiry-discovery approach. Neither approach was defined carefully, nor, apparently, followed consistently. Gentry concluded that there were significant differences between groups in regard to achievement and critical thinking as measured by the Principles of Democracy Test and the Watson-Glaser Critical Thinking Appraisal, and in regard to attitude as measured by a teacher made test. Differences in achievement favored the lecture-recitation approach; differences in critical thinking and attitude favored the inquiry-discovery approach.

Superior to all of the above dissertations, in Stahl's judge-

ment were the dissertations of Armstrong and Beery*. The dissertation by Armstrong was an experiment in determining the effect of two instructional inquiry strategies on critical thinking and achievement in eighth grade social studies. It hypothesized that significant differences in effects of critical thinking and achievement would characterize classes taught by a method where the instructor does not verbalize the more complex subsuming concepts when compared to classes taught by a method where the instructor does verbalize the more complex subsuming concepts. The subject matter was the same for all classes and concerned factors influencing the location of manufacturing sites in the United States. Armstrong concluded that there were no significant differences in critical thinking and achievement in regard to method as measured by the Watson-Glaser Critical Thinking Appraisal, the Sequential Test of Educational Progress, and an investigator designed criterion measure. In regard to ability, however, high ability students performed significantly better than average ability students on the three measures.

The dissertation by Beery was an experiment in determining the effects of two inquiry teaching strategies on the learning of sociological concepts and generalizations and the development of inquiry related skills with seventh grade students. It hypothesized that

*Stahl spells the author's name of this dissertation as Berry.

significant differences in effects of student understanding and acquisition of inquiry related skills would characterize classes taught by a presentation-application strategy where students were presented with an explanation when compared with classes taught by discovery-application strategy where students discovered concepts. The course objectives and content were adapted from the Minnesota Project Social Studies course entitled Man and Culture. Beery concluded that there were no significant differences in effects of student understanding and acquisition of inquiry related skills in regard to method as measured by investigator designed criterion measures.

Curiously, Stahl did not discuss the dissertation by Boedeker (1971) who conducted a related study with Beery. The dissertation by Boedeker was an experiment in determining the effects of the same two teaching strategies upon student dogmatism levels, critical thinking skills, sociology learning, and the prejudice-rationality. It hypothesized that significant differences would characterize classes taught by the two strategies. Boedeker concluded that there were no significant differences in effects of the strategies upon student dogmatism levels, critical thinking skills, sociology learning, and prejudice-rationality as measured by investigator designed criterion measures. Boedeker reported, however, that both strategies reduced dogmatism levels, improved critical thinking, increased sociology learning, reduced prejudice, and increased

rationality of attitudes.

Stahl also omitted studies by McKeown (1970), Grieve and Davis (1970), and Darcy (1973). The study by McKeown was an experiment in determining the affective impact of two Asian studies programs on the performance of synthesis and non-synthesis tasks. It hypothesized that there would be a difference in the affective impact on the performance of synthesis and non-synthesis tasks by tenth grade students. After reading three-hundred-and-twenty page Asian studies program, the synthesis groups wrote answers to fifty-four synthesis level questions; the non-synthesis groups wrote answers to three-hundred-and-thirteen non-synthesis questions. McKeown concluded that synthesis oriented social studies programs "may" affect attitude and value formation more than non-synthesis programs as measured by investigator designed criterion measures. McKeown also concluded that level of intelligence and program enjoyment "may not" influence attitude value formation in a synthesis program.

The study by Grieve and Davis was an experiment in determining the relationship of cognitive style and method of instruction to performance in ninth grade geography. It hypothesized that there would be a relationship of cognitive style and method of instruction during learning about the High School Geography Unit on Japan (1970). Cognitive style was defined as analytic and global. Analytic cognitive style was the ability to analyze and differen-

tiate the components of the stimulus complex. Global cognitive style was the inability to analyze and differentiate the components of the stimulus complex. Method was defined as discovery and expository task presentation. Discovery was a presentation in which verbalization of the generalizations being taught was delayed until the end of the instructional sequence. Expository was a presentation in which verbalization was the initial step in the sequence. Grieve and Davis concluded that there was no significant effect on the acquisition of knowledge in regard to cognitive style or method as measured by investigator designed criterion measures. However, an individual's cognitive style was found to differentially influence ability to use geographic materials in new situations. Analysis of extreme analytic and global males indicated a significant cognitive style by method interaction in which global students taught with the expository method performed significantly poorer than analytic males. The analysis also indicated a significant main effect whereby analytic students performed better than global students. Extreme global males who were taught by the expository method performed more poorly than all other groups.

The dissertation by Darcy was an experiment in determining the effects of a student activity method, a traditional method, and a combination traditional-activity method of instruction during twelfth grade social studies. It hypothesized that significant differences in effects would characterize groups when taught by a

student activity method, a traditional method, and a combination traditional-activity method of instruction. It concluded that students taught by a student-activity method showed greater cognitive gains than students taught by a traditional or combination traditional-activity method as measured by the Iowa Test of Educational Development and an investigator designed criterion measure. The student activity group also achieved a significantly better discipline record than the traditional or combination traditional-activity groups.

Finally, Stahl chose to classify the dissertations by Williamson (1966) and French (1968)* as method techniques rather than method approaches. But these dissertations were clearly experiments in determining the effects of different methods. The dissertation by Williamson was an experiment in determining the effect of two approaches to teaching American history to tenth grade students. It hypothesized that no significant differences would characterize an experimental group taught by an inductive method when compared to a control group taught by a traditional method. The inductive method used more time on fewer topics and a series of paperback booklets. The traditional method was a survey course in which emphasis was upon as thorough a coverage of all periods and events in ths history of America. It concluded that differences between

*Omitted by Gross and de la Cruz.

the groups were not significant in achievement of skill and factual knowledge as measured by the Crary American History Test, the Iowa Tests of Educational Development, the Watson-Glaser Critical Thinking Appraisal, and the Principles of Democracy Test. However, a significant difference in attitude between groups was indicated by outcomes on the Test of Attitude Toward Any School Subject. Stahl rated this dissertation as equal to 22 or adequate.

The dissertation by French was an experiment in determining the difference in learning of Chinese and Japanese culture concepts using lecture and intrinsically programmed methods with twelfth grade students. It hypothesized that a significant difference would characterize classes taught by a lecture method when compared with classes taught by a branching programmed method. The programmed method included questions to aid learning; the lecture method excluded these questions. French concluded that there was a significant difference in favor of the programmed method as measured by investigator designed measures; the difference was in regard to knowledge rather than attitude or efficiency. Stahl rated this dissertation as equal to 41 or superior.

More studies have been conducted into the status of Japan in textbooks. These investigations included Church (1939), Takaki (1954), Shaw (1967), Tamashiro (1972), and Kambayashi (1975). Church attempted to determine what a representative group of high school juniors knew about the Far East by studying textbooks and

curricula. Takaki studied eighty-seven high school American History textbooks published from 1895 to 1950 to see if the treatment of Japan and the Japanese had moved toward a world point of view. Church was disheartened by the lack of knowledge possessed by secondary students about China and Japan. In contrast, Takaki was impressed by the modern view of Japan characteristic of more recent textbooks.

Kambayashi continued Takaki's inquiry in a study of sixty-four textbooks published between 1951 and 1972 and noted increased coverage of Japan and several marked, but uneven, changes in treatment. Tamashiro concluded that national biases were a constant in the textbooks of the United States and Japan. His study analyzed the treatment of selected aspects of United States-Japan relations from 1905 to 1960 as found in high school history textbooks of both nations. But a comparison of the image of Japan represented in secondary social studies textbooks with the image expressed by Nebraska secondary teachers and Japanese citizens by Shaw tended to confirm the impressions of Takaki. Whether textbook information was a necessary and sufficient condition for developing student understanding of Japan was not empirically determined in any of these studies.

In summary, experimental studies completed between 1960 and 1976 were generally concerned with skills, achievement, and attitudes. From Stahl's point of view, three adequate dissertations

(Elsmere, Gentry, Yost) reported significant differences in favor of the inquiry approach in regard to skills; four adequate dissertations (Cox, Massialas, Frogge, and Lee) reported no significant differences in favor of the traditional approach. Three adequate dissertations (Elmsere, Yost, and Lee) reported significant differences in favor of the inquiry method in regard to achievement; four adequate dissertations (Cox, Massialas, Frogge, Rogus) reported no significant differences between the traditional approach and the inquiry approach. One adequate dissertation (Gentry) reported significant differences in favor of the traditional approach. Finally, one dissertation (Gentry) reported significant differences in favor of the inquiry method in regard to attitudes; two adequate dissertations (Frogge, Yost) reported no significant differences between the traditional and the inquiry approach. By contrast, two superior dissertations (Armstrong and Beery) focused upon pertinent variables in the teaching-learning process. Both used effective designs but reported no significant differences in favor of a particular variable.

With the addition of studies not discussed by Stahl as method approaches, significant differences were seldom reported in favor of any method. Two studies (Boedeker, Williamson) reported no significant differences in regard to skills. Two studies (French, Darcy) reported significant differences in favor of a programmed method, and a student-activity method in regard to achievement;

three studies (Boedeker, Grieve and Davis, Williamson) reported no significant differences. One study (Williamson) reported a significant difference in favor of an inductive method in regard to attitudes; one study (McKeown) reported there "may be" significant differences. Two studies (Boedeker, French) reported no significant differences.

Collectively, these studies also reported conflicting conclusions related to teaching particular grades, areas, and subjects although several did not indicate the grade, area, or subject under study. Estimates of grades indicated ten studies were of senior high school students. Two were of grade twelve students (French, Darcy), one of grade eleven students (Elsmere), five of grade ten students (Massialas, Cox, Yost, Williamson, McKeown), two of "high school" students (Frogge, Gentry). Estimates indicated six studies were of junior high school students. One was of grade nine students (Grieve and Davis), two of grade eight students (Rogus, Armstrong), two of grade seven students (Beery, Boedeker), one of junior high school students (Lee).

Estimates of areas indicated eleven studies were about the United States (Cox, Elsmere, Frogge, Williamson, Rogus, Gentry, Yost, Armstrong, Beery, Boedeker, Darcy), four about Asia (Lee, McKeown, Grieve and Davis, French), one about the world (Massialas). Estimates of subjects indicated four studies were related to teaching history (Massialas, Cox, Elsmere, Williamson), two to

teaching government (Gentry, Yost), two to teaching sociology (Beery, Boedeker), one to teaching geography (Grieve and Davis), and seven to teaching combinations of subjects whose content and aim are predominately social (Frogge, Lee, Rogus, Armstrong, French, McKeown, Darcy). Excluded from these combinations were usually economics and psychology.

Conclusions of these studies were derived from standardized measures and investigator designed criterion measures. Standardized measures were used in ten studies (Lee, Yost, Frogge, Massialas, Cox, Rogus, Williamson, Gentry, Armstrong, Darcy). Significant differences were reported in four studies (Lee, Yost, Williamson, Gentry). Investigator designed criterion measures were used in ten studies (Lee, Elsmere, Gentry, Armstrong, Beery, Boedeker, Darcy, McKeown, Grieve and Davis, French). Significant differences were reported in five studies (Lee, Elsmere, Gentry, Darcy, French). Use of standardized measures was more marked in studies from 1961 to 1970. Use of investigator designed criterion measures was more marked in studies from 1971 to 1976.

From the research reviewed, Stahl concluded that:

1. Based on standardized measures of critical thinking, the inquiry method cannot be said to be more effective than the traditional method in increasing skills of critical thinking.
2. Generally, no significant difference between the

inquiry method and the traditional method was found in the area of achievement of social studies content of a factual nature.

3. On attitude measures, the findings generally show no significant difference between the inquiry method and the traditional method (page 240).

However, Stahl did not define skills of critical thinking nor attitude as distinctive to social studies methods. Rather, he used the definition of the National Council for the Social Studies for the term "social studies." According to Article I, Section I, of the Constitution of the National Council for the Social Studies, as quoted by Stahl,

> The term "social studies" is used to include history economics, sociology, civics, geography, and all modifications or combinations of subjects whose content as well as aim is predominately social.

"Only dissertations that deal . . . with . . . these subjects," said Stahl, "were considered for this study" (page 13). Yet, dissertations pertaining to skills and attitudes were considered although no reference is made to either in this definition.

Unlike Stahl, moreover, few of these dissertations assumed that a comparison between the inquiry method and the traditional method was the intent of previous research or subsequent research. Three of the dissertations reviewed by Stahl as method approaches made a claim regarding a traditional method (Elsmere, Gentry, Yost); one of the studies omitted by Stahl made this claim (Darcy).

The other studies did not make this claim. Further, Stahl did not define the inquiry method nor the traditional method. Without clear definitions of either method, his conclusions would appear to be of little use to researchers interested in comparing methods of teaching social studies. Neither the traditional nor the inquiry method, inductive, or reflective method probably existed in reality. Researchers who did not make this assumption (Armstrong, Beery, French) produced "superior" results.

In regard to teaching about Japan, few studies have been conducted. None were discussed by Stahl as method approaches; none were generally concerned with skills. One study (French) reported significant differences in favor of a programmed method in regard to achievement; one study (Grieve and Davis) reported no significant differences. One study (McKeown reported there "may be" significant differences in regard to attitudes; one study (French) reported no significant differences. Estimates of grades indicated two studies were of senior high school students. One was of grade twelve students (French), one of grade ten students (McKeown). Estimates indicated one study was of junior high school students in grade nine (Grieve and Davis). No studies were of grade seven and eight students. Estimates of areas indicated one study was solely about Japan (Grieve and Davis). Estimates of subjects indicated one study was related to teaching geography (Grieve and Davis), two studies to teaching combinations of subjects whose content and aim are predominately social (French, McKeown). Conclusions of these

studies were derived from investigator designed criterion measures.

Hence, a review of experimental research in teaching social studies indicated the following findings:

1. Interest in experimental studies of methods in teaching social studies was more marked during the first forty years than the next fifteen years in the life of the National Council for the Social Studies.
2. Reviews of research urged variety of methods in teaching social studies with a preference for problem solving.
3. Studies which were experimental and related to secondary education ranged from inadequate to superior.
4. These studies reported conflicting results in skills, achievement, and attitudes attained by students in regard to method.
5. These studies reported conflicting conclusions related to teaching particular grades, areas, and subjects.
6. More studies were of senior high school students than junior high school students.
7. More studies were of the United States than Asia.
8. More studies were related to teaching combinations

of subjects whose content and aim are predominately social than history or geography.

9. Since 1970, conclusions of these studies were more often derived from investigator designed criterion measures than from standardized measures.
10. Few of these studies assumed that a comparison between the inquiry method and the traditional method was the intent of previous or subsequent research.
11. Few studies have been conducted in regard to teaching about Japan.
12. These studies reported conflicting results in achievement and attitudes attained by students in regard to method.
13. These studies reported conflicting conclusions related to teaching particular grades, areas, and subjects.
14. Conclusions of these studies were derived from investigator designed criterion measures.

III. PROCEDURES

Development of the Independent Variable

In order to establish the independent variable of method, the following steps were taken:

1. Two descriptions of the unit were prepared by the investigator prior to the experiment. One description was based on Approach A; it described Method A. The other description was based on Approach B; it described Method B.
2. Different instructions were given by the investigator to the teacher using Method A and the teacher using Method B.
3. Special directions were given to all students.
4. A method check was devised and used to measure the existence of the independent variable.

Step 1.

Method A was described as follows: In Method A, ten simple deductive lessons on the modernization of Japan are presented. Each period of instruction is divided into three segments: lecture,

discussion, and supervised study; the segments are fifteen minutes, fifteen minutes, and twenty-five minutes in length, respectively. Each lecture is derived from a required textbook. Each lecture informs students about some aspect of modern Japan. After each lecture, students are directed to answer questions included in the textbook. Student answers are evaluated orally for accuracy. Students who ask additional questions are referred to the textbook for the answers. Following discussion of the questions, students are directed to study the textbook in preparation for the next lecture on modern Japan.

Content is defined in Method A by a textbook. Content is treated as highly inclusive; its primary set of social objects include chronology and location, relevant to modern Japan. Teaching devices are primarily narratives of chapters in the story of modern Japan. The source of information used by students is a single textbook (Hane, 1973). The textbook is organized by unit, section, and subsection. Distinguished by decreasing size and boldness of print, titles of each aspect of content serve as advance organizers for students. Retrospective organizers of meaning in the form of questions in bold print conclude each subsection, section, and unit. The textbook includes the following topics: Introduction, Setting, Meiji Restoration, Government and Industry, The Outside World, Path to Defeat, After World War II, Industrial Giant, Women's Changing Role, Japan Today.

Excluded in Method A are Japanese words, phrases, primary sources, and artifacts. Pictures, except for pictures in the textbook, filmstrips, films, and study prints of Japan are also excluded. Information about Japan's geography is noted on wall maps which show the United States as the center of the world; cardinal directions are identified from an American designation. The name of the nation under study is designated as Japan, its capital city as Tokyo. Major events in the history of Japan are discussed with reference to American chronology. The history of Japan is divided into ancient, medieval, and modern periods; all dates are cited according to the new Christian calendar. All comparisons in Method A are between Japan and the United States.

Method B was described as follows: In Method B, ten structured inductive lessons on the modernization of Japan are presented. Each period of instruction is divided into three segments: orientation, supervised study, and discussion; the segments are fifteen minutes, twenty-five minutes, and fifteen minutes in length, respectively. In the first segment, instructional objectives and procedures are determined by the teacher and students together. After the orientation, the teacher provides data for the student to explore, organize, and use as evidence for a generalization about modern Japan.

Content is defined in Method B by a series of case studies. Content is treated as less inclusive in Method B; unlike Method A,

its primary set of social objects include ideas, values, and cultural aspects relevant to modern Japan. Teaching devices are selected instances in the story of modern Japan. The source of information used by students is a series of case studies. Each case study organizes content around a problem situation; each includes a statement of pertinent facts, limitation to an issue or a special problem, and selected learning activities intended to highlight certain aspects of the case. The latter include questions which serve as advance and retrospective organizers for the students. Devised by the investigator, the case studies focus upon the following instances: A Geographical Definition, Perry's Expedition, Music, Becoming a Modern Society, Two Constitutions, Economic Miracle, Cities, Everyday Life, Traditional and Modern Cultures, Current Events. See Appendix A for the case studies used in Method B.

Included in Method B are Japanese words, phrases, primary sources, records, and artifacts. In addition to the pictures included in the case studies, slides, filmstrips, films, and study prints of Japan are used in class. Information about Japan's geography is noted on world maps which indicate Japan as the center of the world; cardinal directions are identified from a Japanese perspective. The name of the nation under study is designated as Nippon, its capital city as Edo. Major events in the history of Nippon are discussed with reference to Japanese chronology. The history of Nippon is divided into periods according to the reigns

of emperors; all dates are cited according to the Nippon and new Christian calendar. Comparisons in Method B are between Nippon, the United States, and other nations.

Step 2.

Instructions given to the teacher using Method A were:

a. read the description of the unit;

b. assume students are passive and learn more efficiently through a study of facts;

c. devise a simple deductive lesson plan for each day of instruction;

d. tell students the objectives of the unit;

e. adapt instruction to foster mastery;

f. make decisions which help students become better citizens;

g. begin the unit with a pretest and conclude the unit with a posttest;

h. assign a letter grade to each student upon conclusion of the unit;

i. in teaching

(1) use the textbook as the only source of of information;

(2) announce a schedule of lectures and reading assignments;

(3) omit Japanese chronology, maps, phrases,

names, and artifacts;

(4) have students answer textbook questions.

Instructions given to the teacher using Method B were:

a. read the description of the unit;

b. assume students are self-reliant and learn more through a study of culture;

c. devise a structured inductive lesson plan for each day of instruction;

d. determine the objectives of the unit with students;

e. adapt instruction to foster understanding;

f. make decisions which help students acquire insight into culture;

g. begin the unit with a pretest and conclude the unit with a posttest;

h. assign a letter grade to each student upon conclusion of the unit;

i. in teaching

(1) use the case studies and media as sources of information;

(2) announce a tentative schedule of case studies and reading assignments;

(3) use Japanese chronology, maps, phrases, names, and artifacts;

(4) have students answer case study questions.

Step 3.

Special instructions given to all students were:

a. read the assignment;

b. participate in class;

c. complete a graded test on the unit;

d. evaluate the unit after instruction.

Step 4.

To check on the method used by the teacher, procedures included the following:

a. a table of specifications for two methods and two occurences were constructed;

b. items were devised by the investigator and assigned to applicable cells;

c. items assigned to rows related to method;

d. items assigned to columns related to occurences;

e. items were given to two pilot study groups and median scores were computed;

f. items to which everyone responded in the same way were rejected;

g. remaining items were divided equally between statements which described Method A and statements which described Method B;

h. by a flip of a coin, statements which des-

scribed Method A were classified as correct descriptions;

i. statements which described Method B were classified as correct if students identified these statements as descriptive of occurences which did not happen during the unit;

j. a list of these statements was presented to students upon conclusion of the unit;

k. the list was identified as an Evaluation of the unit;

l. scores on the Evaluation were the number of correct responses according to h. and i.

See Appendix B for the method check.

Development of the Dependent Variables

In order to establish the dependent variables of perception and cognition, appropriate measures were developed. In developing perception measures, procedures included the following:

a. a table of specifications for two aspects of content and three types of perception was constructed;

b. items were devised by the investigator and assigned to applicable cells;

c. items assigned to rows related to modern Japan;

d. items assigned to columns related to similarities of student likes and dislikes, choice of modern nations,

and attitudes of "modernism;"

e. subsets of items were identified as personal and American likes and dislikes (Perception 1), personal and Japanese likes and dislikes (Perception 2), choice of Japan as a modern nation (Perception 3), and attitudes of "modernism" (Perception 4);

f. items were given individually to a small number of students who criticized items;

g. items were given to three competent judges who assigned items to the table of specifications;

h. items assigned to the same cell by two of the three judges were retained;

i. items were given to two pilot study groups and mean scores were computed;

j. standard deviations of the scores were also computed;

k. items to which everyone responded in the same way were rejected;

l. an index of discrimination was devised for students who scored in the lower 27%, the middle 46%, and the upper 27%;

m. items with a difficulty index varying from 0.4 to 0.9 were retained;

n. reliability of the scores for the Perception 1 measure and Perception 2 measure was estimated

with the Kuder-Richardson formula number 20, for the Perception 3 measure with a test/retest, for the Perception 4 measure with an alpha coefficient;

o. perception measures were identified as a survey;

p. scores on the survey were for subset of items and not the set of items;

q. scores on Perception 1 and Perception 2 were the number of same choices of likes and dislikes;

r. scores on Perception 3 were the rank order assigned to Japan as a modern nation;

s. scores on Perception 4 were values assigned to level of agreement with statements reflecting attitudes toward tradition.

See Appendix C for the perception measures.

In developing cognition measures, procedures included the following:

a. a table of specifications for five aspects of content and two types of thinking was constructed;

b. items were devised by the investigator and assigned to applicable cells;

c. items assigned to rows related to the concept of modernization, geographic features, political development, economic development, social and cultural development of Japan;

d. items assigned to columns related to Type 1 (recall and translation) cognitions and Type 2 (interpretation, application, analysis, and synthesis) cognitions;

e. items were given individually to a small number of students who criticized items;

f. items were given to three competent judges who assigned items to the table of specifications;

g. items assigned to the same cell by two of the three judges were retained;

h. items were given to two pilot study groups and mean scores were computed;

i. standard deviations of the scores were also computed;

j. items to which everyone responded in the same way were rejected;

k. an index of discrimination was devised for students who scored in the lower 27%, the middle 46%, and upper 27%;

l. items with a difficulty index varying from 0.3 to 0.7 were retained;

m. reliability of the scores was estimated with the Kuder-Richardson formula number 20;

n. cognition measures were identified as a test;

o. scores on the test were for Type 1 cognitions (Cognition 1), Type 2 cognitions (Cognition 2), and total cognitions (Cognition 3);

p. scores on the cognition measures were the number of correct answers.

See Appendix D for the cognition measures.

Development of the Classificatory Variables

In order to establish the classificatory variables of grade and ability, procedures included the following:

a. grade assignment by the school was accepted;

b. students were assigned to three ability groups of less able (stanines 1,2,3), average (stanines 4,5,6), and more able (stanines 7,8,9) on the basis of local Social Studies scores on the Stanford Achievement Test (1964);

c. ability groups were identified as STAGROUP 1, STAGROUP 2, and STAGROUP 3, respectively.

Summary of Measures

In this study, several measures were used. The independent variable was measured with an Evaluation (28 items) completed by students upon conclusion of the unit. The dependent variable of perception was measured with Perception 1 (50 items) which measured personal and American likes and dislikes; Perception 2 (50 items) which measured personal and hypothetical Japanese likes and dislikes; Perception 3 (25 items) which measured the rank order assigned to Japan as a modern nation; and Perception 4 (8 items) which measured the level of agreement with statements reflecting attitudes toward tradition. The dependent variable of cognition was measured with

Cognition 1 (25 Type 1 items), Cognition 2 (25 Type 2 items), and Cognition 3 (25 Type 1 items and 25 Type 2 items). The classificatory variable of ability was established with the Stanford Achievement Test for Social Studies. Table 2 indicates a summary of measures by question under investigation.

Pilot Study

Measures of these variables were tried out in a Pilot Study. In the Pilot Study, students were from an eighth grade social studies class. A stratified random sampling procedure was followed to include approximately an equal number of boys, girls, blacks, and new students in each group. Every other student noted on the official class list was assigned to a group. If an imbalance of boys, girls, blacks, or new students occurred as a result of the initial assignment, students were interchanged randomly within each classification by selecting a similarly listed student who preceded or proceeded the student to be interchanged. Number of boys, girls, blacks, and new students in each group is shown in Table 3.

Table 2

Description of Measures by Question

Measure	Description	Question
Evaluation	Fourteen statements describ-Method A and fourteen statements describing Method B were presented. Scores were the number of statements which described Method A as what happened and Method B as what did not happen during the unit.	General
Perception 1	Twenty-five words describing ideas, customs, and things were presented twice. The ideas, customs, and things were associated with everyday life. In the first presentation, students identified personal likes and dislikes. In the second presentation, students identified likes and dislikes as representative Americans. Scores were the number of same choices of likes and dislikes in both presentations.	1
Perception 2	The same twenty-five words were presented again. In the third presentation, students identified likes and dislikes as representative Japanese. Scores were the number of same choices in the first and third presentations.	1
Perception 3	A list of twenty-two nations was presented. Students ranked nine nations which they perceived as modern. Scores were the rank order assigned to Japan.	1

Description of Measures by Question (Continued)

Measure	Description	Question
Perception 4	Eight statements reflecting attitudes toward tradition were presented. Students indicated level of agreement on a scale of "very much agreement," a "little agreement," a "little disagreement." and "very much disagreement." These levels were assigned values of 1,2,3, or 4. Scores were the sum of values for the eight statements and each statement.	1
Cognition 1	Twenty-five multiple choice questions about modern Japan were presented. Scores were the number correct.	2,5
Cognition 2	Twenty-five application multiple choice questions about modern Japan were presented. Scores were the number correct.	3,5
Cognition 3	Cognition 3 was Cognition 1 + Cognition 2. Scores were the number correct.	4,5

Table 3

Students in Pilot Study

Group	Boys	Girls	New Students	Blacks	Total
1	8	8	(2)	(2)	16
2	8	8	(2)	(2)	16
Total	16	16	(4)	(4)	32

(Numbers) of new students and blacks are included in the number of boys, girls, and totals.

Teachers were assigned by a flip of a coin. The teacher for Group 1 used Method A; the teacher for Group 2 used Method B. Group 1 and Group 2 met in different rooms. Their teachers were the regular social studies teachers. Neither had taught these students during previous years nor provided instruction which was repeated prior or during the Pilot Study. Special instructions, noted previously, were given to students. On Day 1, students completed Perception 1 (first presentation). On Day 12, they completed Perception 1, Perception 2, Cognition 1, Cognition 2, and Cognition 3. On Day 13, they completed the Evaluation. The schedule of measurements is shown in Table 4.

Table 4

Schedule of Measurements for Pilot Study

Day	Measure
1	Perception 1
12	Perception 2, Cognition 1, Cognition 2, Cognition 3
13	Evaluation

Data on the independent variable was analyzed with the chi-square procedure. The median of scores was used to form frequency categories by method. Data on the dependent variables was analyzed with the student's "t' test to test null hypotheses of no differences

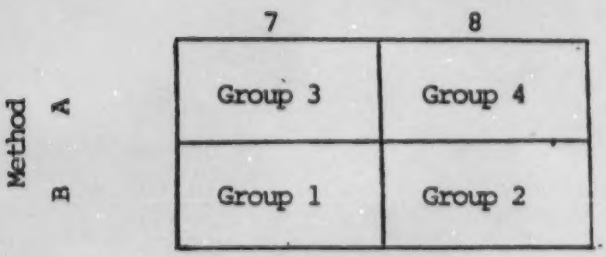
among the means of the groups. Data on the perception measures was reviewed for grade and method. Data on the cognitive measures was reviewed for grade and method. STAGROUP and method. Omitted from the Pilot Study was Perception 3 and Perception 4 as the number of cases was estimated to be too small for useful inference.

Final Study

The Final Study design is illustrated by Figure 1.

Figure 1

Final Study Design



Seven steps were taken in carrying out the Final Study:

I. Null hypotheses were stated.

II. A level of significance was chosen.

III. Students were assigned to groups.

IV. Teachers were assigned to groups.

V. A schedule of measurements was followed.

VI. Data on the independent variable were analyzed.

VII. Data on the dependent variables were analyzed.

Step I.

Measurement of the dependent variables permitted testing of the following null hypotheses:

1. There is no difference between perception outcomes achieved by seventh and eighth students exposed to Method A and Method B of social studies instruction regarding modern Japan.
2. There is no difference between Type 1 cognitive outcomes achieved by seventh and eighth grade students exposed to Method A and Method B of social studies instruction regarding modern Japan.
3. There is no difference between Type 2 cognitive outcomes achieved by seventh and eighth grade students exposed to Method A and Method B of social studies instruction regarding modern Japan.
4. There is no difference between total cognitive outcomes achieved by seventh and eighth grade students exposed to Method A and Method B of social studies instruction regarding modern Japan.

Step II.

A .05 level of significance was chosen.

Step III.

Students were from a seventh and eighth grade social studies class. A stratified random sampling procedure was followed to

to include approximately an equal number of boys, girls, blacks, and new students in each group of seventh and eighth grade students. Every other student noted on the official class list was assigned to a group. If an imbalance of boys, girls, blacks, or new students occurred as a result of the initial assignment, students were interchanged randomly within each classification by selecting a similarly listed student who preceded or proceeded the student to be interchanged. Number of boys, girls, blacks, and new students in each grade is shown in Table 5.

Table 5

Students in Final Study by Grade

Grade	Boys	Girls	New Students	Blacks	Total
7	14	15	(4)	(4)	29
8	16	15	(5)	(2)	31
Total	30	30	(9)	(6)	60

(Numbers) of new students and blacks are included in the number of boys, girls, and totals. Number of boys, girls, blacks, and new students in each group is shown in Table 6.

Table 6

Students in Final Study by Group

Group	Boys	Girls	New Students	Blacks	Total
1	7	7	(2)	(2)	14
2	8	8	(3)	(1)	16
3	7	8	(2)	(2)	15
4	8	7	(2)	(1)	15
Total	30	30	(9)	(6)	60

(Numbers) of new students and blacks are included in the number of boys, girls, and totals. Students were placed in a multigrade (seventh and eighth grade) learning condition in two new classes. One class was composed of Group 1 and Group 2; the other class was composed of Group 3 and Group 4.

Step IV.

Teachers were assigned by a flip of a coin. The teacher for Group 1 and Group 2 used Method B. The teacher for Group 3 and Group 4 used Method A. Both teachers were the regular social studies teachers of grade seven and grade eight. Neither had taught these students during previous years nor provided instruction which was repeated prior or during the Final Study.

Step V.

Special instructions, noted previously, were given to students. On Day 1, students completed Perception 1 (first presentation). On

Day 12, they completed Perception 1, Perception 2, Perception 3, and Perception 4. On Day 13, they completed Cognition 1, Cognition 2, Cognition 3, and the Evaluation. The schedule of measurements is shown in Table 7.

Table 7

Schedule of Measurements for Final Study

Day	Measure
1	Perception 1
12	Perception 2, Perception 3, Perception 4
13	Cognition 1, Cognition 2, Cognition 3, Evaluation

Step VI.

Data on the independent variable was analyzed with the chi-square procedure. The median of scores was used to form frequency categories by method.

Step VII.

Data on the dependent variables were analyzed with the analysis of variance procedure to test the null hypotheses of no differences among the means of the groups. Data on the perception measures were reviewed for interactions, grade, and method. Data on the cognition measures were reviewed for interactions, grade, and method; interactions, STAGROUP, and method.

IV. OUTCOMES

Pilot Study

Reliability Estimates

Reliability estimates for measures used in the Pilot Study are given in Table 8.

Table 8

Reliability Estimates for

Measures Used in Pilot Study

Measure	Estimate
Perception 1	.83
Perception 2	.54
Cognition 3	.86

Method Check

Figure 2 shows the results of the Method Check in the Pilot Study. The chi-square was significant. This result indicates that students taught by Method A perceived they were taught by Method A and not Method B, students taught by Method B perceived they were taught by Method B and not Method A.

Due to the limited number of students in the Pilot Study, significant differences between methods were not expected. The measures of perception and cognition did not reveal significant differences.

Figure 2

Method Check in the Pilot Study

Categories

Divided at Median

Method	7-16	17-22	
A	3	13	16
B	14	2	16
	17	15	N = 32

χ^2 = 12.549 p = .01

Final Study

Reliability Estimates

Reliability estimates for measures used in the Final Study are given in Table 9.

Table 9

Reliability Estimates for

Measures Used in Final Study

Measure	Estimate
Perception 1	.83
Perception 2	.50
Perception 3	.36
Perception 4	.66
Cognition 1	.29
Cognition 2	.47
Cognition 3	.81

Method Check

Figure 3 shows the results of the Method Check in the Final Study. The chi-square was significant. This result indicates that students taught by Method A perceived they were taught by Method A and not Method B, students taught by Method B perceived they were taught by Method B and not Method A.

Figure 3

Method Check in the Final Study

Categories

Divided at Median

Method	6-14	15-21	
A	9	22	31
B	20	9	29
	29	31	N = 60

χ^2 = 8.0367 p = .01

Outcomes by Question

Outcomes of the Final Study are noted below according to the question under investigation. Outcomes relevant to question 5 are noted, where appropriate, in the context of questions 2, 3, and 4.

Question 1

Is there a difference in perception outcomes for students exposed to Method A and Method B?

Tables 10 - 13 show the mean scores, standard deviations (s.d.), and analysis summary on the perception measures. No significant interactions were found. No significant differences in perception effects were found for method or grade on any measure. Table 10 shows the outcomes on the Perception 1 measure. Table 11 shows the outcomes on the Perception 2 measure. Table 12 shows the outcomes on the Perception 3 measure. Table 13 shows the outcomes on the

Perception 4 measure.

Tables 14-21 show the mean scores, standard deviations, and analysis summary for the items on the Perception 4 measure. Except for item 8, no significant interactions were found. On this item, a student's "t" test between groups indicated a significant difference between methods for grade 8 ("t" value was 2.41). Table 14 shows the outcomes on item 1 (Thinking about the Present). Table 15 shows the outcomes on item 2 (Suppressing Ideas). Table 16 shows the outcomes on item 3 (Making Friends). Table 17 shows the outcomes on item 4 (Making Plans). Table 18 shows the outcomes on item 5 (Looking for a Job). Table 19 shows the outcomes on item 6 (Big City as Cold). Table 20 shows the outcomes on item 7 (Rising into the Professions). Table 21 shows the outcomes on item 8 (Electing a Candidate).

Question 2

Is there a difference in Type 1 cognitive outcomes for students exposed to Method A and Method B?

Tables 22 and 23 show the mean scores, standard deviations, and analysis summary on the Cognition 1 measure for method and grade, method and STAGROUP. Table 22 shows the outcomes for Method and Grade. A significant interaction was not found. The main effect for Grade was not significant. The main effect for Method was significant.

Table 23 shows the outcomes for Method and STAGROUP. A significant interaction was found. The main effect for both

STAGROUP and Method was significant. A student's "t" test within STAGROUP indicated a significant difference between methods for STAGROUP 1 ("t" value was 2.44).

Question 3

Is there a difference in Type 2 cognitive outcomes for students exposed to Method A and Method B?

Tables 24 and 25 show the mean scores standard deviations, and analysis summary on the Cognition 2 measure for method and grade, method and STAGROUP. Table 24 shows the outcomes for Method and Grade. A significant interaction was not found. The main effects for both Grade and Method were significant.

Table 25 shows the outcomes for Method and STAGROUP. A significant interaction was not found. The main effects for both STAGROUP and Method were significant.

Question 4

Is there a difference in total cognitive outcomes (Type 1 and Type 2) for students exposed to Method A and Method B?

Tables 26 and 27 show the mean scores, standard deviations, and analysis summary on the Cognition 3 measure for method and grade, method and STAGROUP. Table 26 shows the outcomes for Method and Grade. A significant interaction was not found. The main effect for Grade was not significant. The main effect for Method was significant. Table 27 shows the outcomes for Method and STAGROUP. A significant interaction was not found. The main effects for both STAGROUP and Method were significant.

Table 10

Outcomes on the Perception 1

Measure for Method and Grade

Means and Standard Deviations on the
Perception 1 Measure for Method and Grade

Method	Grade 7	Grade 8	
A	14 m = 18.64 s.d.= 4.57	16 m = 18.69 s.d.= 2.73	18.67
B	15 m = 20.00 s.d.= 3.91	15 m = 20.53 s.d.= 3.25	20.27
	19.34	19.58	

Analysis Summary

Source	df	MS	F	p
Method by Grade	1	.894	.067	.796
Grade	1	1.255	.094	.760
Method	1	38.821	2.921	.093
Within	56	13.292		

Table 11

Outcomes on the Perception 2

Measure for Method and Grade

Means and Standard Deviations on the
Perception 2 Measure for Method and Grade

Method	Grade 7	Grade 8	
A	14 m = 16.57 s.d.= 4.89	16 m = 16.88 s.d.= 2.66	16.74
B	15 m = 16.47 s.d.= 4.09	15 m = 17.47 s.d.= 5.33	16.97
	16.52	17.17	

Analysis Summary

Source	df	MS	F	p
Method by Grade	1	1.815	.097	.757
Grade	1	6.373	.340	.562
Method	1	.975	.052	.820
Within	56	18.726		

Table 12

Outcomes on the Perception 3

Measure for Method and Grade

Means and Standard Deviations on the
Perception 3 Measure for Method and Grade

Method	Grade 7	Grade 8	
A	13 m = 3.39 s.d.= 2.50	15 m = 2.80 s.d.= 2.73	3.08
B	14 m = 2.64 s.d.= 2.10	14 m = 3.07 s.d.= 1.98	2.86
	3.00	2.93	

Analysis Summary

Source	df	MS	F	p
Method by Grade	1	3.584	.648	.425
Grade	1	.067	.012	.913
Method	1	.659	.119	.731
Within	52	5.531		

Table 13

Outcomes on the Perception 4

Measure for Method and Grade

Means and Standard Deviations on the
Perception 4 Measure for Method and Grade

Method	Grade 7	Grade 8	
A	13 m = 2.76 s.d.= 1.46	15 m = 3.18 s.d.= .94	2.98
B	14 m = 3.12 s.d.= 1.06	14 m = 3.11 s.d.= 1.05	3.12
	2.95	3.15	

Analysis Summary

Source	df	MS	F	p
Method by Grade	1	76.388	1.230	.304
Grade	1	35.337	.569	.798
Method	1	39.560	.637	.743
Within	52	62.104		

Table 14

Outcomes on the Perception 4

Measure Item 1 for Method and Grade

Means and Standard Deviations on the
Perception 4 Measure for Method and Grade

Method	Grade 7	Grade 8	
A	13 m = 3.00 s.d.= 1.29	15 m = 3.40 s.d.= .83	3.21
B	14 m = 3.21 s.d.= .98	14 m = 2.79 s.d.= 1.31	3.00
	3.11	3.10	

Analysis Summary

Source	df	MS	F	p
Method by Grade	1	2.397	1.938	.170
Grade	1	.001	.001	.980
Method	1	.645	.522	.473
Within	52	1.237		

Table 15

Outcomes on the Perception 4

Measure Item 2 for Method and Grade

Means and Standard Deviations on the
Perception 4 Measure for Method and Grade

Method	Grade 7	Grade 8	
A	13 m = 2.54 s.d.= 1.45	15 m = 2.73 s.d.= 1.03	2.64
B	14 m = 3.00 s.d.= 1.04	14 m = 2.57 s.d.= 1.28	2.79
	2.78	2.65	

Analysis Summary

Source	df	MS	F	p
Method by Grade	1	1.357	.933	.338
Grade	1	.210	.145	.705
Method	1	.269	.185	.669
Within	52	1.454		

Table 16

Outcomes on the Perception 4

Measure Item 3 for Method and Grade

Means and Standard Deviations on the
Perception 4 Measure for Method and Grade

Method	Grade 7	Grade 8	
A	13 m = 2.54 s.d.= 1.33	15 m = 2.87 s.d.= 1.06	2.72
B	14 m = 2.93 s.d.= .92	14 m = 3.21 s.d.= .70	3.07
	2.74	3.03	

Analysis Summary

Source	df	MS	F	p
Method by Grade	1	.006	.006	.938
Grade	1	1.206	1.156	.287
Method	1	1.895	1.816	.184
Within	52	1.043		

Table 17

Outcomes on the Perception 4

Measure Item 4 for Method and Grade

Means and Standard Deviations on the
Perception 4 Measure for Method and Grade

Method	Grade 7	Grade 8	
A	13 m = 2.62 s.d.= 1.50	15 m = 3.47 s.d.= .83	3.07
B	14 m = 3.21 s.d.= 1.19	14 m = 3.07 s.d.= .73	3.14
	2.93	3.28	

Analysis Summary

Source	df	MS	F	p
Method by Grade	1	3.450	2.889	.095
Grade	1	1.712	1.434	.237
Method	1	.099	.083	.775
Within	52	1.194		

Table 18

Outcomes on the Perception 4

Measure Item 5 for Method and Grade

Means and Standard Deviations on the
Perception 4 Measure for Method and Grade

Method	Grade 7	Grade 8	
A	13 m = 3.00 s.d.= 1.58	15 m = 3.20 s.d.= 1.15	3.11
B	14 m = 3.43 s.d.= 1.22	14 m = 3.71 s.d.= 1.64	3.57
	3.22	3.45	

Analysis Summary

Source	df	MS	F	p
Method by Grade	1	.026	.013	.910
Grade	1	.715	.362	.550
Method	1	3.128	1.584	.214
Within	52	1.975		

Table 19

Outcomes on the Perception 4

Measure Item 6 for Method and Grade

Means and Standard Deviations on the
Perception 4 Measure for Method and Grade

Method	Grade 7	Grade 8	
A	13 m = 2.62 s.d.= 1.50	15 m = 3.20 s.d.= 1.10	2.93
B	14 m = 2.86 s.d.= 1.35	14 m = 3.36 s.d.= 1.10	3.11
	2.74	3.28	

Analysis Summary

Source	df	MS	F	p
Method by Grade	1	.025	.017	.898
Grade	1	4.004	2.655	.109
Method	1	.548	.363	.549
Within	52	1.508		

Table 20

Outcomes on the Perception 4

Measure Item 7 for Method and Grade

Means and Standard Deviations on the
Perception 4 Measure for Method and Grade

Method	Grade 7	Grade 8	
A	13 m = 2.69 s.d.= 1.49	15 m = 2.80 s.d.= 1.21	2.75
B	14 m = 2.64 s.d.= 1.01	14 m = 3.14 s.d.= .54	2.89
	2.66	2.96	

Analysis Summary

Source	df	MS	F	p
Method by Grade	1	.537	.436	.512
Grade	1	1.249	1.013	.319
Method	1	.330	.268	.607
Within	52	1.232		

Table 21

Outcomes on the Perception 4

Measure Item 8 for Method and Grade

Means and Standard Deviations on the Perception 4 Measure for Method and Grade

Method	Grade 7	Grade 8	
A	13 m = 3.08 s.d.= 1.50	15 m = 3.80 s.d.= .41	3.46
B	14 m = 3.64 s.d.= .75	14 m = 3.00 s.d.= 1.18	3.32
	3.37	3.41	

Analysis Summary

Source	df	MS	F	p
Method by Grade	1	6.513	6.210	.016
Grade	1	.026	.025	.875
Method	1	.280	.267	.608
Within	52	1.048		

Table 22

Outcomes on the Cognition 1

Measure for Method and Grade

Means and Standard Deviations on the
Cognition 1 Measure for Method and Grade

Method	Grade 7	Grade 8	
A	14 m = 14.14 s.d.= 4.02	16 m = 15.06 s.d.= 4.22	14.63
B	15 m = 11.27 s.d.= 4.50	15 m = 13.47 s.d.= 2.92	12.37
	12.66	14.29	

Analysis Summary

Source	df	MS	F	p
Method by Grade	1	6.134	.391	.534
Grade	1	40.061	2.551	.116
Method	1	73.487	4.680	.035
Within	56	15.702		

Table 23

Outcomes on the Cognition 1

Measure for Method and STAGROUP

Means and Standard Deviations on the
Cognition 1 Measure for Method and STAGROUP

Method	STAGROUP 1	STAGROUP 2	STAGROUP 3	
A	2 m = 11.50 s.d.= 7.07	6 m = 13.33 s.d.= 2.50	14 m = 15.14 s.d.= 4.50	14.47
B	8 m = 8.25 s.d.= 3.50	9 m = 14.56 s.d.= 1.74	9 m = 15.00 s.d.= 2.69	12.53
	9.30	14.07	15.08	

Analysis Summary

Source	df	MS	F	p
Method by STAGROUP	2	62.657	4.850	.012
STAGROUP	2	49.500	3.832	.028
Method	1	77.067	5.965	.018
Within	54	12.919		

Table 24

Outcomes on the Cognition 2

Measure for Method and Grade

Means and Standard Deviations on the
Cognition 2 Measure for Method and Grade

Method	Grade 7	Grade 8	
	14 m = 11.29 s.d.= 4.03	16 m = 13.81 s.d.= 3.41	12.63
	15 m = 9.87 s.d.= 3.29	15 m = 11.00 s.d.= 3.76	10.44
	10.56	12.45	

Analysis Summary

Source	df	MS	F	p
Method by Grade	1	7.265	.554	.460
Grade	1	54.084	4.121	.047
Method	1	68.557	5.223	.026
Within	56	13.126		

Table 25

Outcomes on the Cognition 2

Measure for Method and STAGROUP

Means and Standard Deviations on the
Cognition 2 Measure for Method and STAGROUP

Method	STAGROUP 1	STAGROUP 2	STAGROUP 3	
A	2 m = 7.00 s.d.= 1.41	6 m = 10.83 s.d.= 3.87	14 m = 13.93 s.d.= 3.61	15.64
B	8 m = 7.88 s.d.= 1.81	9 m = 9.89 s.d.= 3.14	9 m = 13.78 s.d.= 3.19	10.67
	7.70	10.26	13.87	

Analysis Summary

Source	df	MS	F	p
Method by STAGROUP	2	15.005	1.330	.273
STAGROUP	2	76.646	6.796	.002
Method	1	72.600	6.437	.014
Within	54	11.282		

Table 26

Outcomes on the Cognition 3

Measure for Method and Grade

Means and Standard Deviations on the
Cognition 3 Measure for Method and Grade

Method	Grade 7	Grade 8	
A	14 m = 25.43 s.d.= 7.26	16 m = 28.88 s.d.= 7.22	27.27
B	15 m = 21.13 s.d.= 6.63	15 m = 24.47 s.d.= 5.62	22.80
	23.21	26.75	

Analysis Summary

Source	df	MS	F	p
Method by Grade	1	49.743	1.060	.353
Grade	1	101.831	2.170	.124
Method	1	146.131	3.114	.049
Within	56	46.927		

Table 27

Outcomes on the Cognition 3

Measure for Method and STAGROUP

Means and Standard Deviations on the
Cognition 3 Measure for Method and STAGROUP

Method	STAGROUP 1	STAGROUP 2	STAGROUP 3	
A	2 m = 18.50 s.d.= .71	6 m = 24.17 s.d.= 4.58	14 m = 29.07 s.d.= 7.68	26.93
B	8 m = 16.13 s.d.= 4.73	9 m = 24.44 s.d.= 3.40	9 m = 28.78 s.d.= 3.77	23.20
	17.00	24.33	28.95	

Analysis Summary

Source	df	MS	F	p
Method by STAGROUP	2	38.106	1.296	.263
STAGROUP	2	167.862	5.709	.021
Method	1	115.818	3.939	.025
Within	54	29.403		

V. SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Summary

In this study, the independent variable was method. Two methods of social studies teaching were derived from two approaches noted in the professional literature. The content used in both methods was over modern Japan. Method A involved ten simple deductive lessons in which objectives were predetermined, and emphasis was upon learning "facts." Information was presented through use of timelines, maps, comparisons with the United States, and a textbook. Method B involved ten structured inductive lessons in which objectives were determined jointly by the teacher and students, and emphasis was upon developing "insight." Information was presented through use of timelines, maps, cross-cultural comparisons, and case studies. One teacher used Method A; another teacher used Method B. Student evaluation of teaching behavior was used as a measure of the independent variable. This measure indicated that Method A was perceived differently from Method B.

The dependent variables were perception and cognition. Perception was measured with a four part survey. The first part (Perception 1) assessed perceived similarities for selected ideas, customs, and objects by students and representative Americans. The second part (Perception 2) assessed perceived similarities for the same ideas, customs, and objects by students and representative

Japanese. The third part (Perception 3) assessed the level of modernization associated with Japan in comparison with other nations. The fourth part (Perception 4) assessed attitudes toward tradition. Cognition was measured with an objective test from which three scores were derived. The first score (Cognition 1) was based upon items which involved recall and translation of knowledge. The second score (Cognition 2) was based upon items which involved interpretation, application, analysis, synthesis, and evaluation of knowledge. The third score (Cognition 3) was the total score on the test.

Conclusions by Question

Judging from the outcomes of this study, several conclusions appear warranted. These conclusions are noted below according to the question under investigation. Conclusions relevant to question 5 are discussed, where appropriate, in the context of questions 2, 3, and 4.

Question 1

Is there a difference in perception outcomes for students exposed to Method A and Method B?

The Final Study indicated no significant difference in perception achieved by these students relative to the following comparisons: (1) perception of similarities for selected ideas, customs, and objects by students and representative Americans; (2) perception of similarities for the same ideas, customs, and objects by students

and representative Japanese; (3) perception of the level of modernization associated with Japan; and (4) perception of attitudes toward tradition.

Although these comparisons were not statistically significant, there was a consistent difference across perception measures in favor of Method B. Relative to Perception 1, students in Method B perceived more similarities between themselves and Americans than did those in Method A. This could well be due to the fact that Method B instruction was characterized by a pragmatic epistemology, intermediate behavioral objectives, and a plural cultural perspective. Under Method B instruction, the teacher and students limited inquiry to particular ideas, customs, and objects shared with another culture.

Method B students also perceived more similarities between themselves and Japanese, associated a higher level of modernization with Japan, and preferred "modernism." This could well be due to the fact that Method B instruction was characterized by a development psychology, heuristic instruction, structured daily lessons, and conscious concern for ideas and values relevant to modern Japan. Under Method B instruction, inquiry was influenced by student discussion, investigation, and use of Japanese sources of information.

Question 2

Is there a difference in Type 1 cognitive outcomes for

students exposed to Method A and Method B?

The Final Study indicated a significant difference in Type 1 cognition (recall and translation of knowledge) achieved by students. The difference favored Method A. There was a significant method by ability interaction. A student's "t' test within ability groups indicated a significant difference between methods for the less able students. This outcome suggests that less able students experience difficulty in learning from case studies. These results are consistent with research on the use of case studies in teaching the "new" social studies.

Question 3

Is there a difference in Type 2 cognitive outcomes for students exposed to Method A and Method B?

The Final Study indicated a significant difference in Type 2 cognition (other than recall and translation of knowledge) achieved by students. The difference favored Method A. The main effects for grade and ability level were also significant.

Question 4

Is there a difference in total cognitive outcomes (Type 1 and Type 2) for students exposed to Method A and Method B?

The Final Study indicated a significant difference in total cognition (Type 1 and Type 2) achieved by students. The difference favored Method A. The main effect for ability level was also significant.

Thus, the Final Study indicated contrasting outcomes between

perceptions and cognitions achieved by students. The difference was significant for cognitions but not for perceptions. This could well be due to the fact that Method A instruction was characterized by an "objective" epistemology, terminal behavior objectives, and emphasis upon learning "facts." Under Method A instruction, the teacher limited lectures to objective "facts" about Japan.

Moreover, the measures of cognitions and perceptions differed in reliability and, hence, validity. The measures of cognitions were characterized by a relatively high reliability. In contrast, the measures of perception were characterized by a relatively low reliability. As validity of measures depended upon reliability, cognition measures were probably more useful for determining significant differences than were perception measures.

Implications

A review of the outcomes of the Final Study suggests the following implications for social studies teaching:

1. Method A is different from Method B.
2. Both Method A and Method B foster appropriate outcomes.
3. Method B is more effective in fostering perception of similarity between two cultures.
4. Method A is more effective in fostering cognitions.
5. Method A is more effective in fostering cognitions with less able and more able students.
6. Method A is more effective in fostering memory and

recall cognitions with less able and more able students.

7. Method A is more effective in fostering other than memory and recall cognitions with average and more able students.
8. Method B is more effective in fostering cognitions with average students.
9. Method B is more effective in fostering memory and recall cognitions with average students.
10. Method B is more effective in fostering other than memory and recall cognitions with less able students.
11. Case studies are useful learning activities for average and more able students.
12. Lectures are useful learning activities for less able and more able students.
13. The perception measures are more useful as formative measures in the classroom.
14. The cognitive measures are more useful as summative measures in the classroom.

The validity of these implications was limited by the topic under study, number of teachers, type of lessons, level of students, learning condition, and brevity of the teaching unit. Outcomes of Method A and Method B may vary if used by more than two teachers, with other than simple deductive and structured inductive lessons, in senior high school classes, under single grade

learning condition, and for longer than twelve days. These effects of Method A and Method B for teaching about modern Japan require further research in social studies education.

APPENDICES

APPENDIX A. LEARNING ACTIVITIES IN METHOD B

Case Studies

#1

Given the geographic definition of Nippon provided in class, decide if each of the statements noted on the chalkboard are logical inferences. If a statement is not a logical inference, identify the statement by number and write a corresponding statement which is a logical inference. After writing new statements, write a geographic definition which includes facts and logical inferences about Nippon.

#2

In Komei 8 (1854 A.D.), Commodore Perry led an expedition to Nippon which opened Nippon to the West. Portions of a scroll depicting this event are included in David Weitzman East Meets West (San Francisco: Field, 1969) pages 51-57. View the pictures in this textbook and answer the questions noted at the end of the chapter.

#3

Like other musics, the music of Nippon is drawn from traditions and foreign influences. It includes two types: official music and unofficial music. After hearing records of the music of Nippon played in class, answer the following questions:

1. Make two comparisons between official and unofficial music in Nippon.

2. Note two reasons which might account for Perry's conclusion that Nipponese music has nothing to recommend it to the ears of Americans.

#4

Nippon's most dynamic and dramatic century has its beginnings in the years when Nippon "restored" the Emperor (Emperor Meiji) and continued until Nippon ranked among the leading nations of the world. In commemoration of the Meiji Centennial, the government of Nippon published a booklet entitled Japan in Transition (Tokyo: Ministry of Foreign Affairs, Japan, 1968). Read one chapter of this booklet and prepare an oral review for class discussion.

#5

Among the major turning points in the modernization of Nippon were the constitutions adopted in 1889 and 1946. Read the selections from each constitution provided in class and answer the following questions:

1. Draw a diagram illustrating the organization of the government in 1889 and in 1946.
2. Analyze the reasoning in the following statement. The United States made Nippon accept a democratic constitution in 1946. Since then, Nippon has been a democracy.

#6

One of the great surprises during the years after World War

II was the emergence of Nippon as a major economic power in Asia. Study the set of data provided in class and make a horizontal bar graph depicting the average annual growth of real Gross National Product in Nippon and in the United States for the period 1952-1972.

#7

In many ways, the cities of Nippon are like the cities of any modern nation. Profiles of selected cities of Nippon were recently published by Japan Report, a bulletin issued by Japan Information Service, Consulate General of Japan in New York City. Read one of the profiles provided in class and describe, in writing, the major aspects of this city in Nippon.

#8

The quality of everyday life in Nippon can be described in fact and fiction. Read the factual and fictional descriptions of everyday life in Tokyo provided in class. Compose five questions whose answers by the author of the descriptions would reveal the quality of everyday life in Tokyo.

#9

Nippon is a land of native and borrowed cultures. Borrowing of modern elements, however, has produced a mixture of modern and traditional ways of life. Some of these ways are described in Japan: Aspects of Life (Tokyo: International Society, 1973). Read the description and form a generalization regarding the level of modernization as to the people, working life, family life,

social life, and cultural life in Nippon.

#10

Throughout its long history, the Nipponese have shown a special aptitude for adaptation. Three examples of adaptation are indicated by the Nipponese terms noted on the chalkboard. Read the definitions of these terms provided in class and write a definition of each term in your own words.

APPENDIX B. METHOD CHECK

Evaluation

For each of the following statements which describes this unit, mark a number 1 by the statement. For each statement which does not describe this unit, mark a number 5 by the statement.

1. Approximately the first fifteen minutes were used for lecture every day.
2. Approximately the first fifteen minutes were used for discussing objectives every day.
3. Most information discussed in class could probably be found in the textbook.
4. Most information discussed in class could probably be found in the "handouts."
5. Most class discussion consisted of answering questions from the textbook.
6. Most class discussion consisted of answering questions from the "handouts."
7. The objectives of the unit were decided by the teacher.
8. The objectives of the unit were decided by the teacher and the class.
9. The teacher stressed learning facts.
10. The teacher stressed learning generalizations.
11. The teacher probably though I was a machine which processed facts.

12. The teacher probably thought I was a person who could discuss social problems.
13. Materials from Japan were occasionally used in class.
14. Materials from Japan were not used in class.
15. Approximately twenty-five minutes were used for supervised study every day.
16. Approximately twenty-five minutes were used for class discussion every day.
17. Some "turning points" in the modernization of Japan were discussed in the unit.
18. Knowledge related to modernization was applied to some problems faced by Japan.
19. Some questions about modern Japan were answered in the textbook.
20. Some questions about modern Japan were answered in the "handouts."
21. Several events in the modernization of Japan were emphasized in class.
22. Several ideas in the modernization of Japan were emphasized in class.
23. Modernization and Westernization were disc ssed as two different ideas.
24. Modernization and Westernization were discussed as two similar facts.

25. I became more aware of the Westernization of Japan.
26. I became more aware of the worth of the Japanese.
27. Most class time was spent in learning facts about Japan.
28. Most class time was spent in learning about the idea of modernization in Japan.

APPENDIX C. PERCEPTION MEASURES

Table 28 shows the specifications by item number for each measure of perception.

Table 28

Perception Measures Table of Specifications

Content	Measures of Perception 1	2	3	4*	Total
Modernization	1-25	1-25	0	101-108	58
Examples	26-50	51-75	76-100	0	75
Total	50	50	25	8	133

* adapted from Kahl (1968) page 49.

Survey

For each of the following ideas, customs, and things, which you like, mark a number 1 by the item. For each idea, custom, and thing which you do not like, mark a number 5 by the item.

1. family life
2. city life
3. parties
4. school
5. violence
6. eating meat
7. sculpture

8. prison
9. Santa Claus
10. church
11. democracy
12. science
13. art
14. sports
15. driving
16. books
17. peace
18. television
19. religion
20. jewelry
21. factories
22. dancing
23. work
24. taking responsibility
25. chewing gum

A representative group of Americans marked whether they liked or disliked some of the same ideas, customs, and things. For each of the following ideas, customs, and things, mark a number 1 by the item which you think they liked. For each idea, custom, and thing which you think they did not like, mark a number 5 by the item.

(The same items were repeated in a different order as items 26. - 50.)

A representative group of Japanese marked whether they liked or disliked some of the same ideas, customs, and things. For each of the following ideas, customs, and things, mark a number 1 by the item which you think they liked. For each idea, custom, and thing which you think they did not like, mark a number 5 by the item.

(The same items were repeated in a different order as items 51. - 75.)

Indicate your choice of the most modern nations in the world by selecting nine nations from the list provided and marking your selections in rank order.

(A list of twenty-five nations, including Japan, was provided as items 76. - 100.)

Suppose you were Japanese and lived in Tokyo. Imagine your reaction to the following statements by marking a number 1 by the statement with which you agree very much, marking a number 2 by the statement with which you agree a little, marking a number 3 by the statement with which you disagree a little, marking a number 4 by the statement with which you disagree very much.

(Eight statements, identified as the core of "modernism," were provided as items 101. - 108.)

APPENDIX D. COGNITION MEASURES

Table 29 shows the specifications by item number for each measure of cognition.

Table 29

Cognition Measures Table of Specifications

Content	Cognition 1	Cognition 2	Total
Modernization	151, 152, 159, 179, 180	164, 165, 185, 187, 195	10
Geographic Features	156, 157, 169, 171, 172	154, 155, 166, 170, 173	10
Political Development	161, 168, 174, 178, 188	153, 162, 177, 192, 198	10
Economic Development	158, 160, 167, 181, 182	183, 184, 186, 189, 193	10
Social Development	163, 175, 176, 190, 194	191, 196, 197, 199, 200	10
Total	25	25	50

- adapted from Bloom (1971) page 171.

Test

For each of the following statements, indicate the best answer by marking the appropriate number by each statement. Mark only one number by each statement.

151. In describing a nation as modern, a reporter is probably suggesting the nation is:

1. industralized;
2. ruled by a king;
3. Christian;
4. rural;
5. recently formed.

152. According to one author, modernization is the process in which "things fall apart." Most likely, this reporter was implying that:

1. products are poorly made;
2. old ideas are no longer relevant;
3. life is increasingly disorganized;
4. art does not endure;
5. human nature is the same.

153. The Emperor is to Japan as the:

1. Governor is to the Midwest;
2. Prime Minister is to Canada;
3. President is to the United States;
4. Queen is to India;
5. Shah is to Egypt.

154. The geography of Japan is more like:

1. the United States than China;
2. Germany than the United States;
3. China than England;
4. England than France;
5. Malaysia than Indonesia.

155. In order to determine why Japan became a modern nation, which of the following questions would be most useful to have answered:

1. What are the major geographic features of Japan?
2. What is the Japanese word for modernization?
3. What is the type of government in Japan?
4. What did Perry teach Japan about modernization?
5. What is the view of the United States concerning Japan?

156. The distance from San Francisco to Japan is about:

1. 1000 miles;
2. 2500 miles;
3. 5000 miles;
4. 7500 miles;
5. 10000 miles.

157. Approximately what proportion is the population of modern Japan to the population of the United States?

1. one-sixth;
2. one-half;
3. equal;
4. twice;
5. four times.

158. Approximately what proportion of the population of modern Japan is engaged in agriculture?

1. one-tenth;
2. one-fifth;
3. one-third;
4. two-thirds;
5. four-fifths.

159. Which of the following leisure time activities is an example of modern recreation in Japan?

1. flower arranging;
2. pottery making;
3. playing baseball;
4. going fishing;
5. displaying dolls.

160. Which of the following nations, if any, produces more goods than Japan?

1. China (mainland);
2. South Korea;
3. Indonesia;
4. India;
5. none of the above.

161. Which of the following religions at one time taught that the Emperor of Japan was related to the Sun Goddess?

1. Shinto;
2. Buddhism;
3. Confucianism;
4. Christianity;
5. Mohammedanism.

162. The capital of Japan was located in the same city in 1868 A.D. as in:

1. 600 B.C.;
2. 231 A.D.;
3. 914 A.D.;
4. 1854 A.D.;
5. 1974 A.D.

163. Which of the following best describes the Japanese written language?

1. alphabet;
2. calligraphy;
3. penmanship;
4. easily learned;
5. artistic.

164. The political development of Japan after 1868 A.D. is similar to Japan before 1868 A.D. as to a national policy of:

1. war;
2. peaceful coexistence;
3. revolution;
4. social change;
5. isolation.

165. Japan is to Asia as England is to:

1. Ireland;
2. France;
3. Europe;
4. United States;
5. Eurasia.

166. The most important natural resource available to Japan and England is:

1. iron ore;
2. water;
3. fertile land;
4. rice;
5. oil.

167. Japan leads the world in:

1. making cars;
2. building ships;
3. growing rice;
4. mining metals;
5. producing oil.

168. An example of the influence of the West during the Meiji era was the:

1. adoption of a constitution;
2. acceptance of Confucianism;
3. rejection of a dictator;
4. restoration of the emperor;
5. war with the United States.

169. The sea of Japan is located between:

1. the southeast coast of Japan and China;
2. Shikoku and Honshu;
3. the northwest coast of Japan and Korea;
4. Honshu and Kyushu;
5. Japan and the Philippines.

170. In area, Japan is approximately the size of:

1. Rhode Island;
2. California;
3. Texas;
4. United States;
5. Canada.

171. Tokyo is located on the island of:

1. Honshu;
2. Kyushu;
3. Shikoku;
4. Hokkaido;
5. Okinawa.

172. The capital city of Japan before 1868 was:

1. Sapporo;
2. Kyoto;
3. Tokyo;
4. Osaka;
5. Hiroshima.

173. A jumbo jet left Los Angeles for Japan. Unfortunately, it developed engine trouble and was unable to land or return to Los Angeles. If the plane was forced down an hour after departure, where did the plane have to ditch?

1. Inland Sea;
2. Pacific Ocean;
3. Tokyo Bay;
4. Gulf of Mexico;
5. Sea of Japan.

174. A primary source of information about the political development of modern Japan would be:
1. a biography of General MacArthur;
2. an autobiography of Emperor Meiji;
3. a poem about the Restoration;
4. the letter of General Tokugawa;
5. a resolution of the United Nations.

175. Which of the following customs would a visitor probably observe before entering a Japanese home?
1. call ahead to confirm the visit;
2. ask permission to visit;
3. clap hands to alert Buddha;
4. remove shoes and put on slippers;
5. buy a gift for the host.

Following are a number of historical periods grouped in pairs. In each pair, one period lasted longer than the other. Mark the number of the period which lasted longer. Consider each pair of periods separately.

176.

1. Japan before Emperor Meiji;

5. Japan after Emperor Meiji.

177.

1. Japan under the rule of Emperor Meiji;

5. United States since World War I.

178.

1. A term of office for the President of the United States;

5. A reign of an Emperor of modern Japan.

179.

1. The history of the United States;

5. The history of Japan.

180.

1. Japan as a modern nation;

5. United States as a modern nation.

181.

1. Feudalism in Western Europe;

5. Feudalism in Japan.

182.

1. Trade with Japan by the United States;

5. War with Japan by the United States.

Imagine a graph illustrating "real" growth in terms of Gross National Product for Japan, West Germany, Italy, France, United States, and the United Kingdom during 1952 - 1972. For each of the following statements, indicate the best answer by marking the appropriate number by each statement.

183. The growth illustrated by this graph is described as;
    1. economic;
    2. political;
    3. social;
    4. psychological;
    5. physical.

184. On this graph, the country with the lowest growth rate is probably:
    1. Japan;
    2. Italy;
    3. United States;
    4. France;
    5. West Germany.

185. One reason for Japan's growth in this period was probably:
    1. the Bicentennial celebration;
    2. high export tariffs;
    3. increased foreign trade;
    4. anti-Western attitudes;
    5. change in government leaders.

186. According to this graph, Japan is growing:

1. twice as fast as the United States;
2. at about the same rate as the United States;
3. relatively slowly compared to the United States;
4. more rapidly than the United States;
5. at the expense of the United States.

187. One characteristic shared by the countries on this graph is probably:

1. rule by a monarch;
2. heavy industry;
3. similar ecology;
4. common culture;
5. balanced trade.

Following are a number of statements and periods of time. For each statement, mark the number representing an appropriate period of time which best applies to the statement. Numbers may be used more than once.

Statements	Periods of Time
188. The opening of Japan by Perry.	1. 1800-1849
189. Emergence as an "economic animal."	2. 1850-1899
190. Adoption of the Imperial Rescript on Education.	3. 1900 1924
	4. 1925-1949
191. Development of marked similarities; to Nazi Germany	5. 1950-1974
192. Japan's first war with Russia.	
193. Attempt to establish the Greater Asia Co-prosperity Sphere.	
194. End of military occupation by the United States.	

Following are a number of statements about Japanese culture. Noted below the statements are comments which describe certain traits of the Japanese. Answer the questions about each comment by identifying an appropriate statement by number. Numbers may be used more than once.

Statements

1. Japanese children are teased a great deal by their parents. In fact, the child is disciplined by being made fun of.

2. There is a marked discontinuity in the upbringing of Japanese boys. As infants, all satisfactions are possible to them and they are treated like gods. But at the age of six or seven, increasingly heavy responsibility is placed on them and this responsibility is upheld by the most drastic sanctions.
3. There is very little in Japanese life that permits the harmless diffusion of emotion. There is everything that locks it in, represses it, frustrates it, chokes it.
4. If a boy is disrespectful to his teachers, his family may cast him out. He is made to realize that he is his family's representative before the world.
5. Japanese children are taught that they owe a great debt to their parents.

Comment

In Japan, the individual is sure of support from his own group only as long as approval is given by other groups.

195. Which Statement furnishes data for this Comment?

Comment

The great moral decisions of the Japanese have hinged not on the battle of good and evil of the individual's inner consciousness, but on the opposition between the individual's personal inclinations and his social duty.

196. Which of the first three Statements describe a fact of Japanese life which would be likely to produce the behavior described in the Comment?

197. Which of the last three Statements describe a fact of Japanese life which would be likely to produce the behavior described in the Comment?

Comment

In Japan, the approval of the outside world takes on an importance probably unparalleled in any other society.

198. Which Statement most strikingly exemplifies this Comment?

Comment

Japanese behavior is full of contradictions.

199. Which Statement describes a condition which would be likely to produce the behavior described in the Comment?

Comment

Fear of ridicule is one of the strongest social restraints.

200. Which Statement describes a fact which would be likely to produce the attitude described in the Comment?

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